

Hillcrest Middle

510 Garrison Road
Simpsonville, SC 29681

Grades 6–8 Middle School

Enrollment 1,147 Students

Principal Keith Russell 864–355–6100

Superintendent Dr. Phinnize J. Fisher 864–355–8860

Board Chair Charles J. Saylor 864–268–3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	4	2	0	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 22 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No
2005	Good	Below Average	No
2006	Average	Good	No

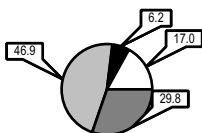
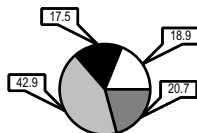
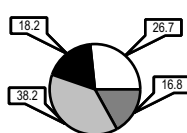
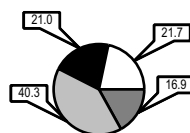
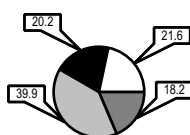
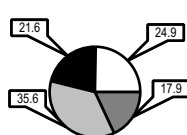
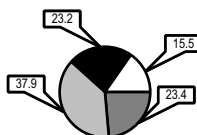
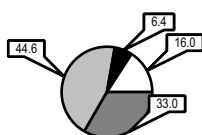
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	99.7
English 1	100.0	99.5
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
All Subjects	100.0	99.6

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	1,162	97.2	15.9	47.2	30.5	6.4	50.2	Yes	Yes
Gender									
Male	580	96.6	22.2	52.3	22.6	3.0	39.1	N/A	N/A
Female	582	97.8	9.6	42.2	38.5	9.8	61.4	N/A	N/A
Racial/Ethnic Group									
White	783	98.5	12.9	44.2	35.1	7.9	56.6	Yes	Yes
African American	274	93.4	21.6	57.2	18.2	3.0	33.1	Yes	Yes
Asian/Pacific Islander	17	94.1	13.3	40.0	40.0	6.7	53.3	I/S	I/S
Hispanic	78	98.7	26.8	50.7	21.1	1.4	39.4	Yes	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	1,026	99.6	10.6	48.8	33.6	7.0	55.2	N/A	N/A
Disabled	136	78.7	68.0	32.0	0.0	0.0	1.0	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,162	97.2	15.9	47.2	30.5	6.4	50.2	N/A	N/A
English Proficiency									
Limited English Proficient	28	96.4	39.1	52.2	4.3	4.3	13.0	I/S	I/S
Non-Limited English Proficient	1,134	97.2	15.4	47.1	31.1	6.4	51.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	286	92.0	24.8	55.2	17.8	2.2	30.4	Yes	Yes
Full-pay meals	876	98.9	13.4	45.0	34.0	7.5	55.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	1,162	97.3	17.5	43.4	21.2	17.9	54.0	Yes	Yes
Gender									
Male	580	96.6	19.3	45.0	18.4	17.3	51.6	N/A	N/A
Female	582	98.1	15.7	41.9	23.9	18.5	56.4	N/A	N/A
Racial/Ethnic Group									
White	783	98.3	12.3	41.3	24.1	22.2	63.3	Yes	Yes
African American	274	94.2	30.3	50.8	13.0	5.9	30.3	Yes	Yes
Asian/Pacific Islander	17	94.1	26.7	20.0	20.0	33.3	60.0	I/S	I/S
Hispanic	78	100.0	26.4	45.8	18.1	9.7	37.5	Yes	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	1,026	99.7	13.1	44.4	22.9	19.6	58.4	N/A	N/A
Disabled	136	79.4	60.6	34.3	4.0	1.0	11.1	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,162	97.3	17.5	43.4	21.2	17.9	54.0	N/A	N/A
English Proficiency									
Limited English Proficient	28	96.4	34.8	39.1	13.0	13.0	30.4	I/S	I/S
Non-Limited English Proficient	1,134	97.4	17.1	43.5	21.3	18.0	54.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	286	92.7	31.5	45.7	15.5	7.3	37.1	Yes	Yes
Full-pay meals	876	98.9	13.6	42.8	22.7	20.8	58.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	1,162	98.4	26.4	38.4	16.9	18.3	35.2
Gender							
Male	580	98.3	26.1	36.9	18.2	18.9	37.1
Female	582	98.5	26.7	40.0	15.7	17.7	33.3
Racial/Ethnic Group							
White	783	98.6	19.2	37.4	19.9	23.5	43.4
African American	274	97.8	44.6	41.8	8.8	4.8	13.5
Asian/Pacific Islander	17	94.1	33.3	13.3	26.7	26.7	53.3
Hispanic	78	100.0	37.5	40.3	12.5	9.7	22.2
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,026	99.4	21.5	40.1	18.4	20.0	38.4
Disabled	136	90.4	65.3	24.8	5.0	5.0	9.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,162	98.4	26.4	38.4	16.9	18.3	35.2
English Proficiency							
Limited English Proficient	28	100.0	58.3	25.0	8.3	8.3	16.7
Non-Limited English Proficient	1,134	98.3	25.7	38.7	17.1	18.5	35.6
Socio-Economic Status							
Subsidized meals	286	97.2	41.5	41.1	7.3	10.1	17.3
Full-pay meals	876	98.7	21.9	37.6	19.8	20.7	40.5

Social Studies							
All Students	1,162	98.2	21.3	40.6	17.0	21.2	38.2
Gender							
Male	580	98.1	21.0	38.6	16.7	23.7	40.4
Female	582	98.3	21.5	42.5	17.3	18.6	35.9
Racial/Ethnic Group							
White	783	98.5	17.1	38.4	19.2	25.3	44.5
African American	274	97.4	31.5	47.4	10.8	10.4	21.1
Asian/Pacific Islander	17	94.1	26.7	26.7	26.7	20.0	46.7
Hispanic	78	100.0	27.8	41.7	13.9	16.7	30.6
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,026	99.4	16.6	41.5	18.8	23.1	41.9
Disabled	136	89.0	58.3	33.3	2.5	5.8	8.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,162	98.2	21.3	40.6	17.0	21.2	38.2
English Proficiency							
Limited English Proficient	28	100.0	33.3	41.7	16.7	8.3	25.0
Non-Limited English Proficient	1,134	98.1	21.0	40.5	17.0	21.4	38.5
Socio-Economic Status							
Subsidized meals	286	96.9	34.4	43.3	10.5	11.7	22.3
Full-pay meals	876	98.6	17.4	39.8	18.9	23.9	42.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	371	99.7	24.0	37.1	33.7	5.1	38.9
	7	375	100.0	22.7	49.0	24.9	3.4	28.3
	8	359	98.9	17.5	44.0	31.5	7.0	38.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	405	97.3	16.2	41.6	29.9	12.3	42.2
	7	373	97.9	14.9	42.7	38.4	4.0	42.4
	8	384	96.4	16.5	57.5	23.4	2.6	25.9
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	371	100.0	17.1	35.9	31.9	15.1	47.0
	7	375	100.0	24.9	34.8	24.4	15.9	40.2
	8	358	99.4	21.5	49.4	19.5	9.6	29.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	405	97.3	12.1	41.9	25.5	20.5	46.0
	7	373	98.1	15.1	37.4	23.4	24.0	47.4
	8	384	96.6	25.5	51.0	14.4	9.1	23.5
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	371	100.0	30.8	28.5	19.1	21.7	40.7
	7	375	99.5	29.1	39.6	16.2	15.1	31.3
	8	358	99.4	21.5	35.8	22.1	20.6	42.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	405	99.3	27.8	34.5	17.6	20.1	37.7
	7	373	98.4	26.3	34.0	20.4	19.3	39.7
	8	384	97.4	24.9	46.8	12.7	15.5	28.3
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	371	100.0	23.9	34.8	18.2	23.1	41.3
	7	375	99.7	26.1	43.8	16.2	13.9	30.1
	8	358	99.4	15.7	36.3	25.3	22.7	48.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	405	99.3	16.0	33.2	19.3	31.6	50.8
	7	373	98.1	32.0	40.8	11.6	15.6	27.2
	8	384	97.1	16.1	48.1	20.0	15.8	35.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,147)				
Students enrolled in high school credit courses (grades 7 & 8)	38.9%	Up from 24.5%	33.9%	16.7%
Retention rate	1.6%	Down from 2.1%	1.5%	2.5%
Attendance rate	96.9%	Up from 96.6%	96.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.3%	Down from 2.6%	1.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%	Down from 2.7%	1.3%	1.0%
Eligible for gifted and talented	32.2%	Down from 33.8%	36.5%	15.6%
On academic plans	34.4%	N/AV	12.8%	39.9%
On academic probation	18.7%	N/AV	0.0%	0.7%
With disabilities other than speech	10.5%	Down from 14.2%	9.3%	12.4%
Older than usual for grade	1.8%	Down from 2.0%	2.2%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.0%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 67)				
Teachers with advanced degrees	61.2%	Up from 54.8%	56.1%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	5.7%	N/A	8.2%	9.1%
Teachers with emergency or provisional certificates	3.2%	Up from 0.0%	3.2%	5.6%
Teachers returning from previous year	85.1%	Up from 84.3%	88.4%	84.6%
Teacher attendance rate	94.5%	Down from 94.8%	94.9%	94.8%
Average teacher salary	\$44,362	Up 5.3%	\$45,704	\$42,267
Prof. development days/teacher	8.3 days	Down from 12.2 days	11.5 days	11.9 days
School				
Principal's years at school	16.0	Up from 15.0	1.0	3.0
Student-teacher ratio in core subjects	27.8 to 1	Up from 26.3 to 1	22.9 to 1	21.1 to 1
Prime instructional time	90.1%	Down from 90.3%	90.2%	89.0%
Dollars spent per pupil*	\$4,810	Up 6.7%	\$6,048	\$6,243
Percent of expenditures for teacher salaries*	64.4%	Up from 64.3%	60.0%	59.8%
Percent of expenditures for instruction*	68.0%		67.0%	65.2%
Opportunities in the arts	Good	No change	Excellent	Good
Parents attending conferences	87.9%	Down from 92.5%	97.8%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hillcrest Middle School began its forty-second year this term, our sixth year in our new facility. The student population increased to 1162 students, causing every available teaching station to be in use all day. Since we experienced an increase in staff due to the increase in student numbers and there were no available empty classrooms, three teachers were assigned to roam from room to room with a cart of teaching supplies. Part of this staff increase was due to the addition of PACT teachers who, through related arts, taught students who needed additional remedial classes in math and language arts. Therefore, students who did not meet the basic requirements received additional help in the regular classroom, in their special PACT class, and through participation in a special PACT summer program. Student performance in standardized testing continues to rank in the top one-fourth of all middle schools in the district. This school year our school district initiated MAP (Measure of Academic Progress) testing for all students to specify what academic skills every student had mastered and which academic skills they were now ready to learn. The results of this testing have proven very helpful for academic teachers to be able to individualize instruction to challenge every student with instruction aimed at his/her learning level. Over two hundred fifty students (unduplicated) completed high school level courses for credit in Algebra, Geometry, English 1 Honors, and Keyboarding. Our students who have completed these courses still continue to score at the highest level in the school district in many of the end of course tests. Our school also received a Best of the Best award for our web site, ranking it as the number one web site for any school in the school district. We were also fortunate enough to be the only school in the district to receive this award twice.

With our SACS visit behind us last school year we still continue to identify goals areas and strategies to meet these goals in our five-year strategic plan. Every effort is made to follow the district education plan to increase the achievement level of all students. Teachers were involved in a new evaluation program requiring them, as well, to set goals and strategies to increase achievement level of each student they teach.

The PTA and SIC (School Improvement Council) continue to make numerous positive contributions to our school and our school community. Our PTA continues to win state and national recognition. The efforts of the PTA, SIC, and school staff are truly building an effective partnership that supports student achievement in every phase of student growth in academics as well as in personal responsibility.

Rick Zepel, Ph.D., School Improvement Chair
Keith Russell, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	68	365	143
Percent satisfied with learning environment	97.1%	75.8%	75.5%
Percent satisfied with social and physical environment	100.0%	75.7%	74.3%
Percent satisfied with school-home relations	97.1%	85.9%	70.6%

*Only students at the highest middle school grade level at this school and their parents were included.